

Fraction Fun

Math Performance Event

Grades 3-5

by

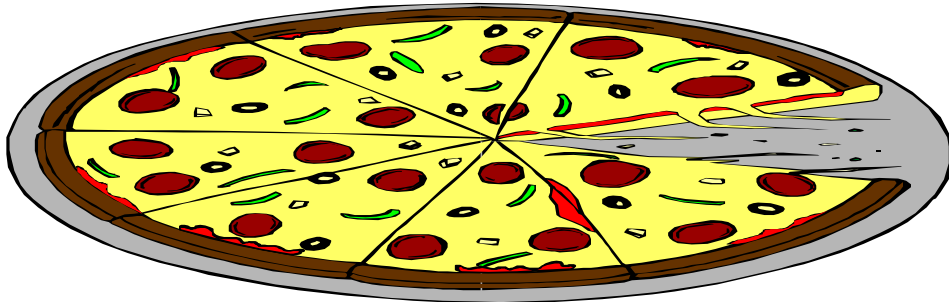
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Purpose: The purpose of this activity is to assess a student's ability to demonstrate his/her knowledge of fractional parts.

Show-Me Standards Addressed:

Knowledge: M 5

Performance: 3.3

Grade Level Range: 3-5

Subject Area: Mathematics

Materials Needed: pencil, Performance Event Packet (which contains the Student Prompt, the Response Sheet, and the Scoring Guide).

Time Needed for Event: 30 minutes

Instructions for Administration: Present the student with the Student Prompt and make sure he/she clearly understands what is expected. Go over the scoring guide to ensure the student knows what is meant by quality.

Pre-Assessment Instructions:

Prior to the assessment the student must know how to divide wholes into equal fractional parts and how to draw pictorial representations of fractional elements.

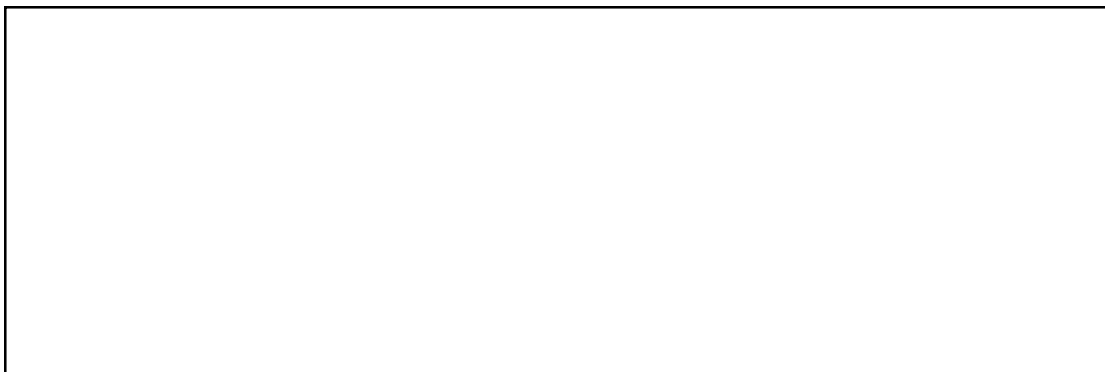
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Student Prompt

Greg loves pizza. When his pizza arrives, it is cut into 8 pieces. He eats 3 pieces. Draw a picture of Greg's pizza to show what part of the pizza is left.



The next day, Greg went to a birthday party. They had 8 pizzas. Three were pepperoni pizzas. One was a cheese pizza. Four were sausage pizzas. Draw the set of 8 pizzas. Label the pepperoni pizzas with P, the cheese pizza with C, and the sausage pizzas with an S.



Write a fraction to show what part of the set is pepperoni pizza and label it P. Write another fraction to show what part of the set is cheese pizza and label it C. Write another fraction to show what part of the set is sausage pizza and label it S.



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Scoring Guide

3 Points: Clear Understanding

The student's response is clearly presented and shows a complete and accurate solution process. Knowledge of the mathematical skills needed to solve the problem is fully demonstrated, leading to a correct solution. Use of fractional models to demonstrate the fractional parts is accurate.

2 Points: Partial Understanding

The student's response is partially communicated and shows part of a valid solution process. The response demonstrates some of the mathematical knowledge needed to solve the problem that may or may not lead to a valid solution. Use of fractional models to demonstrate the fractional parts is accurate.

1 Point: Little or No Understanding

The student's response shows an attempt to begin the problem. The response demonstrates confusion or lack of understanding of the mathematical knowledge needed to solve the problem. Use of fractional models to demonstrate the fractional parts is either inaccurate or not shown.

0 Points: Off Task or No Attempt